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| **Unit Overview** | | | |
| **Language and**  **Level / Grade** | Level 2 | Approximate Length of Unit | 6 weeks |
| **Targeted Performance Level** | **Novice High / Intermediate Low** | Approximate Number of Minutes Weekly | 250 minutes |
| **Theme/Topic** | Personal and Public Identities: Do you see what I see? | | |
| **Essential Question** | What defines us?  What is my public and private identity? | | |
| **Learning Scenario** | Throughout this unit, students will have the opportunity to explain who they are, the activities they participate in and how they interact with others. They will then learn about and reflect on character and personality traits and will be able to describe their behaviors and attitudes in terms of their personal and public identities. They will generate a list of famous heroes (real and fiction) and cultural icons from various cultural and social backgrounds. They will describe these heroes and cultural icons supporting what they say with specific evidence. They will consider the impact of stereotying in their own lives and consider how the media contributes to stereotyping. | | |
| **Goals** | Learners will be able to:   * describe their public and private identities and explore the identities of others * comment on personal and cultural stereotypes and compare character traits across cultures * name perceived positive and negative character and personality traits * describe cultural and personal heroes and “sheroes” * share opinions on the advantages and disadvantages of social media | | |

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| **Summative Performance Assessment Tasks** | | | |
| **Interpretive Mode** | | | |
| Read biographical and/or autobiographical texts and demonstrate comprehension using the IPA Interpretive Comprehension Guide. | Read article/infographic on phenomenon of selfie and demonstrate comprehension. | | Watch video on stereotypes and complete a graphic organizer. |
| **Presentational Tasks** | | **Interpersonal Tasks** | |
| **“On Demand”**  Explain who you are in terms of your public and personal identity. Comment on how your identity changes in different situations. How does your personality change in different situations? What might you change about your inner self? your outer self? if it was easy to change? Why would you make that change?  **Project-based**  Create a product that can be shared with others, one that captures your personal and public identity Consider how others perceive you. Compare your inner and outer self to others.   * outer cover of a book, inside content * two voice poem between your inner and outer self * personal crest | | Students pair to discuss what they have learned about personal and public identities. They comment on character traits sharing those that they value the most and commenting on how they identify those traits in others. Finally, they ask for and share their opinions on selfies sharing their favorite selfie and explaining the moment when it was taken. | |

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| **Connections to Standards** | | |
| **Cultures**  (Sample Evidence) | **Products and Perspectives** | **Practices and Perspectives** |
| passports, identity cards, zodiac | consider habits toward use of social media |
| **Connections**  (Sample Evidence) | **Making Connections** | **Acquiring Information and Diverse Perspectives** |
| Security: internet safety, right to privacy  Math: statistics, percentages  Art: self-portraits  History: personal crest | infographics on use of social media |
| **Comparisons**  (Sample Evidence) | **Language Comparisons** | **Cultural Comparisons** |
| national identity slogans, proverbs (I think, therefore I am.) | symbols of national identity – emblems, slogans, anthems  cultural heroes |
| **Communities**  (Sample Evidence) | **School and Global Communities** | **Lifelong Learning** |
| class identity pages posted for others – who are we | assess own progress toward learning goals; reflect on personal and public identity |

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| **Language Toolbox** | | |
| **Language Functions/Can Do Statements** | **Related Structures / Patterns**  **(may vary by language)** | **Essential Vocabulary** |
| describe others using positive and negative character traits | to be, adjective agreement and placement | positive character traits  negative character traits  traits of heroism  activities |
| connect perceived character and personality traits to specific actions |  |
| give biographical and autobiographical information | present tense, subject pronouns |
| express surprise when learning true facts |  |
| compare “real” appearance to “professional” appearance | At home, I am ….more, less  He looks like, I think he is…. |
| indicate your relationship to others and identify your character in terms of that relationship |  |
| explain who you are if “we are what we do” | adverbs of frequency |
| explain why “beauty is only skin deep” giving an example from a movie or personal experience |  |
| explain who I am using a storyboard platform like snapchat |  |
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| **Key Learning Activities/Formative Assessments** | | |
| **Key Learning Activity/Formative Assessment**  ***(representative samples from beginning to end of unit)*** | **How does this activity support the unit goals or performance tasks?** | **Mode of Communication** |
| Take a selfie. Post it to the class webpage/blog. Share a bit about what others see and share about the moment. | describing character and personality traits | presentational |
| Create a visual identity using <http://www.tagxedo.com>. | describing personal identity | presentational |
| Pair to discuss a self-portrait or image. Talk about the person. Speculate on who they are, what they do, think, feel. Come to an agreement | compare “real” and “professional” identities | interpersonal |
| Read and write biopoems. |  | interpretive  presentational |
| Read information on internet safety. Discuss your personal habits with others. Create campaign to warn pre-teens about the dangers of posting too much information and/or inappropriate images. |  |  |
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| **Resources**  (will vary by language) | **Technology Integration** |
| **All**  Stereotypes – The History of Tattoos [**http://thehistoryoftattoosbykristajarman.weebly.com/stereotypes.html**](http://thehistoryoftattoosbykristajarman.weebly.com/stereotypes.html)  Art at Arm’s Length: A History of the Selfie (in English) <http://www.vulture.com/2014/01/history-of-the-selfie.html>  **French**  Prévert – Le Cancre – (identity inside/outside of school)  La Belle et la Bête – excerpts from original  Stereotypes –  C’est quoi un stéréotype? <https://vimeo.com/88978636>  Cliché - <https://www.youtube.com/watch?v=OCIAyHEFTrQ> | Capture identity in an image: http://www.tagxedo.com |